

**Iowa Department of Education
Division of Community Colleges and Workforce Preparation
Bureau of Community Colleges and Career and Technical Education
Grimes State Office Building
Des Moines, IA 50319-0146**

**Carl D. Perkins Career and Technical
Education Act of 2006
(P. L. 109-270)**

**FY09 Application Instructions,
Allocation Tables, &
Related Materials**

Due Date: June 2, 2008

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Applications will be reviewed for approval as received. To ensure approval of the application prior to the new fiscal year, July 1, 2008, it is necessary to **submit an ORIGINAL and ONE copy of the completed application by June 2, 2008, to:**

**Attn: Patricia Vrban
Division of Community Colleges and Workforce Preparation
Iowa Department of Education
Grimes State Office Building
Des Moines, IA 50319-0146**

It is the policy of the Iowa Department of Education not to discriminate on the basis of race, creed, color, sex, sexual orientation, gender identity, national origin, gender, disability, religion, age, political party affiliation, or actual or potential parental, family or marital status in its programs, activities, or employment practices as required by the Iowa Code sections 216.9 and 256.10(2), Titles VI and VII of the Civil Rights Act of 1964 (42 U.S.C. § 2000d and 2000e), the Equal Pay Act of 1973 (29 U.S.C. § 206, *et seq.*), Title IX (Educational Amendments, 20 U.S.C. §§ 1681 – 1688), Section 504 (Rehabilitation Act of 1973, 29 U.S.C. § 794), and the Americans with Disabilities Act (42 U.S.C. § 12101, *et seq.*).

If you have questions or grievances related to compliance with this policy by the Iowa Department of Education, please contact the legal counsel for the Iowa Department of Education, Grimes State Office Building, Des Moines, IA 50319-0146, telephone number 515/281-5295; or the Director of the Office for Civil Rights, U.S. Department of Education, Citigroup Center, 500 W. Madison Street, Suite 1475, Chicago, IL 60661, telephone number 312/730-1560, fax 312/730-1576, email: OCR.Chicago@ed.gov.

State of Iowa
Department of Education
Division of Community Colleges and Workforce Preparation
Grimes State office Building
Des Moines, Iowa 50319-0146

Request for Application

Title: Carl D. Perkins Career and Technical Education Basic Grant

CIP Number: 68.05010000

Administrative Code: Secondary Grant: 02-05-11-91, Postsecondary Grant: 03-05-11-91

Eligible Recipients: K-12 Educational Agencies, Community Colleges, or Consortiums of Eligible Recipients

Grant Amount: See allocation tables

Funding Period: July 1, 2008 through June 30, 2009. A five-year application may be completed, but the budget will need to be completed on a yearly basis. All funds allocated within the funding period must be expended by June 30 of that fiscal year.

Funding Source: Carl D. Perkins Career and Technical Education Act of 2006 (PL 109-270, Sections 131 and 132)

CFDA Code: 84.0488A

I. General Information:

Each local education agency and community college is allocated funds based on a formula prescribed by the Act. Eligible recipients may submit a local plan as an individual applicant or as a member of a consortium. To apply as an individual applicant, secondary school districts must have a minimum allocation of \$15,000, and community colleges must have a minimum allocation of \$50,000. A consortium must consist of two or more secondary school districts that have a combined allocation that exceeds \$15,000, or two or more community colleges that have a combined allocation that exceeds \$50,000.

II. Purpose:

“The purpose of the Carl D. Perkins Career and Technical Education Act of 2006 is to develop more fully the academic and career and technical skills of secondary students and postsecondary students who elect to enroll in career and technical education programs by:

1. building on the efforts of states and localities to develop challenging academic standards and technical standards and to assist students in meeting such standards, including preparation for high-skill, high-wage, or high-demand occupations in current or emerging professions;
2. promoting the development of services and activities that integrate rigorous and challenging academic and career and technical instruction, and that link secondary and postsecondary education for participating career and technical education students;
3. increasing state and local flexibility in providing services and activities designed to develop, implement, and improve career and technical education, including tech prep education; and
4. conducting and disseminating national research, and providing information on best practices that improve career and technical education programs, services and activities;
5. providing technical assistance that-
 - promotes leadership, initial preparation, and professional development at the State and local levels; and
 - improves the quality of career and technical education teachers, faculty, administrators, and counselors;
6. supporting partnerships among secondary schools, postsecondary institutions, baccalaureate degree granting institutions, area career and technical education schools, local workforce investment boards, business and industry, and intermediaries; and
7. providing individuals with opportunities throughout their lifetimes to develop, in conjunction with other education and training programs, the knowledge and skills needed to keep the United States competitive. ”

Carl D. Perkins Career and Technical Education Act of 2006, PL 109-270, Title I, Section 2

A summary and the full text of the Carl D. Perkins Career and Technical Education Act of 2006 (PL 109-270) can be viewed on the U.S. Department's website at:

The full text of the Iowa state plan may be viewed on the Department's website at:

<http://www.iowa.gov/educate/content/blogcategory/184/941/>

III. Uses of Funds – Required Activities:

General Authority: Each eligible recipient that receives funds under this shall use such funds to improve career and technical education programs. (b) Funds made available to eligible recipients under this part shall be used to support career and technical education programs that- <i>PL 109-270, Section 135(a) and (b)</i>	
<u>R-1</u> (Required)	strengthen the academic and career and technical skills of students participating in career and technical education programs, by strengthening the academic and career and technical education components of such programs through the integration of academics with career and technical programs through a coherent sequence of courses, such as career and technical education programs of study described in section 122(c)(1)(A), to ensure learning in – (A) the core academic subject (as defined in section 9101 of the Elementary and Secondary Education Act of 1965); and (B) career and technical education subjects; <i>PL 109-270, Section 135(b)(1)</i>
<u>R-2</u> (Required)	link career and technical education at secondary level and career and technical education at the postsecondary level, including by offering the relevant elements of not less than 1 career and technical program of study described in section 122(c)(1)(A); <i>PL 109-270, Section 135(b)(2)</i>
<u>R-3</u> (Required)	provide students with strong experience in and understanding of all aspects of an industry, which may include work-base learning experiences. <i>PL 109-270, Section 135(b)(3)</i>
<u>R-4</u> (Required)	develop, improve, or expand the use of technology in career and technical education, which may include- (A) training of career and technical education teachers, faculty, and administrators to use technology, which may include distance learning; (B) providing career and technical education students with the academic and career and technical skills (including mathematics and science knowledge that provides a strong basis for such skills) that lead to entry into the technology fields; or (C) encouraging schools to collaborate with technology industries to offer voluntary internships and mentoring programs, including programs that improve the mathematics and science knowledge of students <i>PL 109-270, Section 135(b)(4)</i>
<u>R-5</u> (Required)	provide professional development programs that are consistent with section 122 to secondary and postsecondary teachers, faculty, administrators, and career guidance and academic counselors who are involved in integrated career and technical education programs, including- (A) in-service and pre-service training on- i. effective integration and use of challenging academic and career and technical education provided jointly with academic teachers to the extent practicable; ii. effective teaching skills based on research that includes promising practices; iii. effective practices to improve parental and community involvement; and iv. effective use of scientifically based research and data to improve instruction; (B) support of education programs for teachers of career and technical education in public schools and other public school personnel who are involved in the direct delivery of educational services to career and technical education students, to the ensure that such teachers and personnel stay current with all aspects of an industry; (C) internship programs that provide relevant business experience; and (D) programs designed to train teachers specifically in the effective use and application of technology to improve instruction; <i>PL 109-270, Section 135(b)(5)</i>

<u>R-6</u> (Required)	develop and implement evaluations of the career and technical education programs carried out with funds under this title, including an assessment of how the needs of special populations are being met; <i>PL 109-270, Section 135(b)(6)</i>
<u>R-7</u> (Required)	initiate, improve, expand, and modernize quality career and technical education programs, including relevant technology; <i>PL 109-270, Section 135(b)(7)</i>
<u>R-8</u> (Required)	provide services and activities that are of sufficient size, scope, and quality to be effective; and <i>PL 109-270, Section 135(b)(8)</i>
<u>R-9</u> (Required)	provide activities to prepare special populations, including single parents and displaced homemakers who are enrolled in career and technical education programs, for high-skill, high-wage, or high-demand occupations that will lead to self-sufficiency. <i>PL 109-270, Section 135(b)(9)</i>

IV. Uses of Funds - Permissive Activities:

Funds made available to an eligible recipient under this title may be used- <i>PL 109-270, Section 135, (c)</i>	
<u>P-1</u> (Permissive)	to involve parents, businesses, and labor organizations, as appropriate, in the design, implementation, and evaluation of career and technical education programs authorized under this Title, including establishing effective programs and procedures to enable informed and effective participation in such programs; <i>PL109-270, Section 135, (c)(1)</i>
<u>P-2</u> (Permissive)	to provide career guidance and academic counseling for students participating in career and technical education programs, that- (A) improves graduations rates and provides information on postsecondary and career option, including baccalaureate degree programs, for secondary students, which activities may include the use of graduation and career plans; (B) and provides assistance for postsecondary students, including for adult students who are changing career or updating skills; <i>PL109-270, Section 135, (c)(2)</i>
<u>P-3</u> (Permissive)	for local education and business (including small business) partnerships, including for – (A) work-related experiences for students, such as internships, cooperative education, school-based enterprises, entrepreneurship, and job shadowing that are related to career and technical education programs; (B) adjunct faculty arrangements for qualified industry professionals; and (C) industry experience for teachers and faculty; <i>PL109-270, Section 135, (c)(3)</i>
<u>P-4</u> (Permissive)	to provide programs for special populations; <i>PL109-270, Section 135, (c)(4)</i>
<u>P-5</u> (Permissive)	to assist career and technical student organizations; <i>PL109-270, Section 135, (c)(5)</i>
<u>P-6</u> (Permissive)	for mentoring and support services; <i>PL109-270, Section 135, (c)(6)</i>
<u>P-7</u> (Permissive)	for leasing, purchasing, upgrading or adapting equipment, including instructional aids and publications (including support for library resources) designed to strengthen and support academic and technical skill achievement; <i>PL109-270, Section 135, (c)(a7)</i>
<u>P-8</u> (Permissive)	for teacher preparation programs that the integration of academic and career and technical education and that assist individuals who are interested in becoming career and technical education instructors, including individuals with experience in business and industry; <i>PL109-270, Section 135, (c)(8)</i>
<u>P-9</u> (Permissive)	to develop and expand postsecondary program offerings at times and in formats that are accessible for students, including working students, including through the use of distance education; <i>PL109-270, Section 135, (c)(9)</i>

<u>P-10</u> (Permissive)	to develop initiatives that facilitate the transition of sub baccalaureate career and technical education students into baccalaureate degree programs, including- (A) articulation agreements between sub-baccalaureate degree granting career and technical education postsecondary educational institutions and baccalaureate degree granting postsecondary educational institutions; (B) postsecondary dual and concurrent enrollment programs, (C) academic and financial aid counseling for sub-baccalaureate career and technical education students that informs the students of the opportunities for pursuing a baccalaureate degree and advises the students on how to meet any transfer requirements; and (D) other initiatives- (i.) to encourage the pursuit of a baccalaureate degree; and to over come barriers to enrolment in and completion of baccalaureate degree programs, including geographic and other barriers affecting rural students and special populations; <i>PL109-270, Section 135, (c)(10)</i>
<u>P-11</u> (Permissive)	to provide activities to support entrepreneurship education and training; <i>PL109-270, Section 135, (c)(1)</i>
<u>P-12</u> (Permissive)	for improving or developing new career and technical education courses, including the development of new proposed career and technical programs of study for consideration by the eligible agency and courses that prepare individuals academically and technically for high-skill, high-wage, or high-demand occupations and dual or concurrent enrollment opportunities by which career and technical education students at the secondary level could obtain postsecondary credit to count towards an associate or baccalaureate degree; <i>PL109-270, Section 135, (c)(11)</i>
<u>P-13</u> (Permissive)	to develop and support small, personalized career-themed learning communities; <i>PL109-270, Section 135, (c)(13)</i>
<u>P-14</u> (Permissive)	to provide support for family and summer sciences programs; <i>PL109-270, Section 135, (c)(14)</i>
<u>P-15</u> (Permissive)	To provide career and technical education programs for adults and school dropouts to complete the secondary school education, or upgrade the technical skills, of the adults and school dropouts; <i>PL109-270, Section 135, (c)(51)</i>
<u>P-16</u> (Permissive)	to provide assistance to students who have participated in services and activities under this Act in continuing their education or finding an appropriate job, such as through referral to the system established under section 121 of Public Law 105-220 (29 U.S.C 2801 ET SEQ.); <i>PL109-270, Section 135, (c)(16)</i>
<u>P-17</u> (Permissive)	to support training and activities (such as mentoring and outreach) in nontraditional fields; <i>PL109-270, Section 135, (c)(17)</i>
<u>P-18</u> (Permissive)	to provide support for training for programs in automotive technologies; <i>PL109-270, Section 135, (c)(18)</i>
<u>P-19</u> (Permissive)	to pool a portion of such funds with a portion of funds available to not less than 1 other eligible recipient for innovative initiatives which may include- (A) improving the initial preparation and professional development of career and technical education teachers, faculty, administrators, and counselors; (B) establishing, enhancing, or supporting systems for – (i) accountability data collection under this Act; or (ii) reporting data under this Act; (C) Implementing career and technical programs of study described in section 122(c)(1)(A); or (D) Implementing technical assessments; and <i>PL109-270, Section 135, (c)(19)</i>
<u>P-20</u> (Permissive)	to support other career and technical education activities that are consistent with the purpose of this Act. <i>PL109-270, Section 135, (c)(20)</i>
<u>P-A</u> (Permissive)	Each eligible recipient receiving funds under this part shall not use more that 5 percent of the funds for administrative costs associated with the administration of activities assisted under this section. <i>PL109-270, Section 135, (c)(1)</i>

V. Accountability Requirements - Performance Indicators:

A Perkins Performance report with the FY 07 baseline performance data was sent to each recipient of funds through the Carl D. Perkins Career and Technical Education Act of 2006. This report included an aggregated performance level for each of the performance indicators based on student performance of students enrolled in the recipient's career and technical education programs during the 2006-07 academic year. These data are the baseline data for the recipient for its FY 2009-13 Perkins grant application.

The report also included the State's Negotiated Performance Level target for each of the performance indicators. Recipients may accept the State Negotiated Performance Level or negotiate with the state to reach agreement on the adjusted levels of performance for each of the core indicators described below. If a recipient elects to negotiate with the state, it must propose a performance target that demonstrates that the recipient will make progress toward meeting the State Negotiated Performance Level. The proposed target must be expressed in a percentage form so as to be objective, quantifiable, measurable, and provide supportive rationale.

Complete the report by entering the proposed performance level target for each performance indicator and supportive rationale for the proposed performance target. The proposed performance target may be either the State Negotiated Performance Level or a locally determined performance level that demonstrate continuous progress.

The completed report is to be submitted with recipient's FY 09-13 Perkins application. **THIS FORM WILL NEED TO BE SUBMITTED YEARLY WITH NEW PERFORMANCE TARGETS**

VI. Application Process:

Each local education agency and community college is annually allocated funds based on a formula prescribed by the Perkins Act. See the FY09 allocation tables in section IX of this manual for the amount of funds that have been allocated to each K-12 educational agency or community college per the prescribed formulas. Each local education agency and community college can choose to submit a one-year application or a five-year application.

- ◆ Eligible recipients may submit an application as an individual applicant or as a member of a consortium. To apply as an individual applicant, secondary school districts must have a minimum allocation of \$15,000. Community colleges must have a minimum allocation of \$50,000. A consortium must consist of two or more secondary school districts having a combined allocation that exceeds \$15,000; or two or more community colleges that have a combined allocation that exceeds \$50,000.
- ◆ Section 131(f)(2) and section 132(a)(3)(/B) of the Perkins Act states “Funds allocated to a consortium formed to meet the requirements of this subsection shall be used only for purposes and programs that are mutually beneficial to all members of the consortium and can be used only for programs authorized under this Title. Such funds shall not be reallocated to individual members of the consortium for purposes or programs benefiting only one member of the consortium.”
- ◆ Allowable uses of funds information is identified in Section V of this manual.
- ◆ Performance data indicator accountability reporting is required on all students enrolled in all career and technical education programs offered in each school district, consortium, or community college (Table 5)
- ◆ Applications will be reviewed for approval as received. To ensure approval of the application prior to the new fiscal year, July 1, 2008, it is necessary to **submit an ORIGINAL and ONE copy of the completed application by June 2, 2008, to:**

**Attn: Patricia Vrban
Division of Community Colleges and Workforce Preparation
Iowa Department of Education
Grimes State Office Building
Des Moines, IA 50319-0146**

VII. Definitions:

Basic Grant Program Requirements-Secondary Programs:

A secondary career and technical education program must:

- include a minimum of three sequential units; (each district must offer at least one program in four different service areas)
- be competency-based;
- include instruction in all aspects of the industry, general employability, technical, leadership, and entrepreneurship skills;
- be articulated with one or more postsecondary programs of study;
- include field, laboratory, clinical, or on-the-job training component; and
- have an active advisory committee composed of employers, and employees from the field the program(s) is preparing individuals to enter. (Iowa code 258.9)

Iowa Code 218-IAC 12.5(5)(i)

Basic Grant Program Requirements-Post-Secondary Programs:

A postsecondary career and technical education program must:

- include a minimum of 15 and not more than 86 credit hours of instruction;
- be competency-based;
- include instruction in all aspects of the industry, general employability, technical, leadership, and entrepreneurship skills;
- include field, laboratory, clinical, or on-the-job training component;
- have an active advisory committee composed of employers and employees from the field the program(s) is preparing individuals to enter; and;
- culminate with a certificate, diploma, or degree.

Iowa Code 281-21 & 46.

Tech Prep Program Structure:

In order to receive tech prep funds, each eligible program must be part of a consortium agreement.

The state of Iowa is divided into 15 merged educational regions, each served by a community college.

Another entity, area education agencies (AEAs), provides support services to respective K-12 districts (local education agencies).

The consortium agreement must include a respective area education agency, community college, and K-12 district. A second requirement for tech prep funding is that all local education agencies (LEAs) within the area must be invited and encouraged to be a member of the Tech Prep consortium. An articulation agreement delineating the responsibilities of the consortium for establishing and operating tech prep programs must be signed by the superintendent of each participating secondary district. Official representatives of the area education agency and community college as well as regional board chair also sign the agreement. If a secondary district elects not to participate in the consortium, an affidavit to that effect must be signed.

Tech Prep consortia will be encouraged to utilize a regional advisory board as the consortia members develop the regional tech prep plan. The regional advisory board would be encouraged to contain representatives from the following groups: the AEA, community college, K-12 districts, parents, business, industry, labor, workforce development, economic development, and chambers of commerce.

Minutes of the regional advisory board meetings would be made available to all consortia members. An annual report shall be distributed to member stakeholders to help foster ongoing improvement of tech prep programs.

The regional advisory board has responsibility to review the development of the plan and provide assistance in the implementation of the regional tech prep activities.

All program elements defined in the Tech Prep section of the Carl Perkins Act of 2006 are included in the work of the consortium. The regional advisory board chair must also sign the annual tech prep grant application and ensures that the board is included in the process.

Tech Prep

Tech prep programs will assist students in meeting high academic standards through the integration of academic skills into the scope and sequence of career and technical programs. Since tech prep programs in Iowa are part of the comprehensive high school structure, tech prep students must complete the same minimum general studies (academic) course requirements established for all secondary students for graduation.

Instructional modality and methodology will provide learning experiences that challenge students to high levels of academic attainment. Assessments used in accordance with NCLB legislation will document student learning progress and attainment. The Iowa Tests of Educational Development (ITEDs) are used within the state to measure student learning.

The development, design, and delivery of tech prep shall integrate programs of study and follow the Iowa Tech Prep Model which has the following components:

- Non-duplicative sequence of three or more units of CTE courses.
- Competency-based (skill standards) instruction.
- Articulation with postsecondary programs leading to an associate's degree or two-year certificate.
- Foster and include opportunities for secondary students to concurrently enroll in postsecondary courses.
- Academic courses in mathematics, science, and/or *communications*.
- Includes employability, leadership, and may include entrepreneurial components; may employ worksite learning experiences in conjunction with all aspects of an industry.

Educational technology and distance learning modalities will be encouraged and used where applicable and conducive to student learning styles. Tech Prep courses are offered through distance learning/web-based delivery as well as the interactive Iowa Communications Network (ICN).

Career Academy

A career academy means a program of study that combines a minimum of two years of secondary education with an associate degree in a career preparatory program. A diploma or certificate may be provided as options within the associate degree program. The career academy is a program of study that is nonduplicative, sequential, and ensures that the course of study is skill standards-based, integrates academic and technical instruction, utilizes work-based and work site learning where appropriate and available, utilizes an individual career planning process with parent involvement, and prepares an individual for entry and advancement in a high-skill and rewarding career field as specified in 2003 Iowa Acts, First Extraordinary Session, chapter 2, section 76. A career academy may include articulation of the community college associate degree to a baccalaureate degree. "Nonduplicative" means that the postsecondary component of the career academy is not currently offered at a participating secondary school.

The career academy should strengthen the academic component of career and technical education through the integration of academic and career and technical education; build student competence in mathematics, science, and communications in a coherent sequence of courses; and lead to an associate degree that prepares an individual for entry and advancement in a high-skills and rewarding career field that may include further education.

Iowa Code 281-47.1(260C)

Program of Study:

Programs of Study in Iowa must meet the following requirements:

- Be consistent with Iowa Code for secondary and postsecondary schools and the State Board of Education approved CTE program approval requirements and procedures. Specific guidelines can be found in Iowa Code as identified here: (Iowa Code 256.11(5) h; 258.3A; 258.4; 281-46(258); 281-21.45(2 & 6) and 281-24.5(3- 6) (Requirements for Vocational Education); 260C.14 and 260.18A 281-47.2(260C) (Requirements for Career Academies).
- In accordance with Iowa Code, career and technical programs of study will consist of coherent and rigorous curriculum that:
 - Includes academic and technical content,
 - Is a coordinated, non-duplicative progression of courses that align secondary education with postsecondary education, and
 - Adequately prepares students to succeed in postsecondary education leading to an industry recognized certificate or credential, including the Bureau of Apprenticeship and Training, credit certificate, diploma, Associate of Applied Science (AAS) or Associate of Science (AS) with a career option in a specific career field.
- All secondary students must meet the same high school graduation requirements as per Iowa Code 256.7(26).
- The secondary career and technical education programs of study may include concurrent enrollment opportunities for postsecondary credit. As part of the needs assessment process, local school districts and community colleges shall evaluate opportunities for concurrent enrollment.
- Career and technical education programs of study must include a sequence of at least three units of CTE coursework offered to the secondary level and linked to postsecondary education leading to an industry-recognized certificate or credential, including the Bureau of Apprenticeship and Training, credit certificate, diploma, Associate of Applied Science (AAS) or Associate of Science (AS) with a career option in a specific career field.
- The career and technical education programs of study must be competency based and include applied learning that contributes to academic knowledge, higher-order thinking skills, reasoning and problem-solving skills, work attitudes, general employability skills, leadership, and knowledge of all aspects of the industry including entrepreneurship.
- Career and Technical Programs must have an advisory committee with representation of secondary and postsecondary levels of instruction as well as business and industry as applicable. The state board has adopted rules requiring that the memberships of local advisory councils fairly represent each sex and minorities residing in the school district.
- Career and technical programs will be evaluated through an annual review of the Perkins performance requirements for academic and technical attainment, placement and retention data, degree attainment data, and nontraditional career data for secondary and postsecondary programs. In addition, Iowa Code requires a more in-depth review of 20 percent of all CTE programs annually.

High-wage, high-skill, or high-demand occupations

In addressing high-wage, high-skill, or high-demand, multiple factors will be considered as eligible recipients develop and offer programs that lead to high-wage, high-skill, or high-demand occupations. The state will collaborate with Iowa Workforce Development (Department of Labor) to provide assistance to the eligible recipients regarding regional determination of high-wage, high-skills, or high demand occupations. Iowa Workforce Development (IWD) determines high-demand on a statewide level as an industry with an annual growth rate of 1.2 percent (1.2%). High-wage is determined on a regional level as being above the mean annual wage for employment. IWD can provide high-skill information on a regional level. IWD routinely surveys regional industries to determine skills needed for workforce enhancement and development. Such data is used by educational stakeholders to project new or revise existing career and technical programs of study.

Participant

Secondary Participant – A secondary student who has earned one half (0.5) or more units in any career and technical education program area.

Postsecondary Level – A post-secondary student who has earned one (1) or more credits in a career and technical education program

Concentrator

Secondary Level – A secondary student who has earned one and a half (1.5) or more units in a single career and technical education program area.

Postsecondary Level - A post-secondary student who: 1.) completes at least twelve (12) academic or technical credits within a single career and technical education program sequence that is comprised of 12 or more academic or technical credits that terminates in the award of an industry-recognized credential, a certificate, diploma, or a degree; or 2.) completes a short-term career and technical education program sequence of less than 12 credits that terminates with an award of an industry-recognized credential, or a certificate.

Completer

Secondary Level – A student who has completed a career and technical education program sequence as identified by the school district (three or more units).

Postsecondary Level – A student who graduates or leaves a program after completing the entire sequence of occupational courses in the program, with or without fulfilling all the necessary requirements leading to a degree, diploma, or certificate.

Special populations

- individuals with disabilities
- individuals from economically disadvantaged families, including foster children
- individuals preparing for non-traditional fields
- single parents, including single pregnant women
- displaced homemakers
- individuals with limited English proficiency

VIII. Technical Assistance:

For Technical assistance in completing the application for FY09 Perkins funds, contact Roger Foelske via telephone at 515-281-4700 or via email at roger.foelske@iowa.gov or contact the staff member identified as the liaison for your community college region per the directory below:

Region I	Janet Woodruff	515-281-8488	janet.woodruff.@iowa.gov
Region II	Kelli Diemer	515-281-3615	kelli.diemer@iowa.gov
Region III	Roger Foelske	515-281-4700	roger.foelske.@iowa.gov
Region IV	Pat Thieben	515-281-4707	pat.thieben@iowa.gov
Region V	Roger Foelske	515-281-4700	roger.foelske.@iowa.gov
Region VI	Mary Ann Adams	515-281-4716	maryann.adams.@iowa.gov
Region VII	Dale Gruis	515-281-4712	dale.gruis.@iowa.gov
Region IX	Fidelis Ubadigbo	515-281-3080	fidelis.ubadigbo.@iowa.gov
Region X	Ken Maguire	515-281-4721	ken.maguire@iowa.gov
Region XI	Andy Wermes	515-281-8353	andrew.wermes@iowa.gov
Region XII	Pat Thieben	515-281-4721	pat.thieben@iowa.gov
Region XIII	Colleen Hunt	515-281-0319	colleen.hunt@iowa.gov
Region XIV	Amy Vybiral	515-281-4704	amy.vybiral@iowa.gov
Region XV	Jeanette Thomas	515-281-3636	jeanette.thomas@iowa.gov
Region XVI	Catherine Vance	515-281-4722	catherine.vance@iowa.gov

Attachments:

Attachment A – FY09 Perkins Basic Application:

Additional copies of the application may be downloaded from the Department's website at:
<http://www.iowa.gov/educate/content/blogcategory/184/941/>

Attachment B – FY09 Perkins Basic Application Approval Checklist:

This is the checklist that will be utilized to evaluate the local applications for approval. Recipients may also utilize the checklist as guidance for completing an application.

Attachment C – FY09 Perkins - Secondary Allocation Tables:

Additional copies of the allocation tables may be downloaded from the Department's website at:
<http://www.iowa.gov/educate/content/blogcategory/184/941/>

Attachment D – FY09 Perkins – Postsecondary Allocation Tables:

Additional copies of the allocation tables may be downloaded from the Department's website at:
<http://www.iowa.gov/educate/content/blogcategory/184/941/>